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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 12 titles deal with the following topics: a transformational analysis of syntax in tenth-grade writing; the relationship between inner-city fifth graders' reading comprehension and writing achievement; the relationship of the quality of students' written language, productivity of writing, and reading comprehension in grades four and six; an analysis of six sequence signals of English discourse; a study of the relationship between field dependence/independence, locus of control, hemispheric localization, and variations in the occurrence of syntactic classes in written language; the management and comprehension of discourse connection by pronouns in English; an analytical study of essays written by nominees in the communicative arts for the governor's honors program in Georgia; the relationship between cognitive style and creative writing in children; a description of the composing acts of college freshmen writers; a description and two case studies of the composing acts of college freshmen writers; an analytical study of the relationship of tenth graders' reading and writing abilities; and the deep structure of the paragraph and the discourse. (FL)

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Written Language and Writing Abilities:

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Abstracts of the following dissertations are included in this collection:

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A TRANSFORMATIONAL ANALYSIS OF SYNTAX IN TENTH-GRADE WRITING

Bebensee, Elisabeth Lord
THE RELATIONSHIP BETWEEN INNER-CITY FIFTH GRADERS' READING COMPREHENSION AND WRITING ACHIEVEMENT

Bippus, Anne Clark Marshall
THE RELATIONSHIP OF THE QUALITY OF STUDENTS' WRITTEN LANGUAGE, PRODUCTIVITY OF WRITING, AND READING COMPREHENSION IN GRADES FOUR AND SIX

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THE RELATIONSHIP BETWEEN COGNITIVE STYLE AND CREATIVE WRITING IN CHILDREN

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THE COMPOSING ACTS OF COLLEGE FRESHMAN WRITERS: A DESCRIPTION WITH TWO CASE STUDIES

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AN ANALYTICAL STUDY OF THE RELATIONSHIP OF READING ABILITIES AND WRITING ABILITIES OF TENTH GRADE STUDENTS

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THE DEEP STRUCTURE OF THE PARAGRAPH AND THE DISCOURSE

A TRANSFORMATIONAL ANALYSIS OF SYNTAX IN TENTH-GRADE WRITING Order No. 7811630

BAGGETT, Richard Carroll, Ph.D. Syracuse University, 1977. 217pp.

This study sought to measure differences in syntactical maturity as evidenced in the writing of tenth-grade students. Specifically, he effects of sex, I.Q. and the interaction of sex and I.Q. upon syntactical ability were investigated. A secondary purpose of the investigation was to help to establish the broad outlines of that developmental continuum in syntactical ability which has gradually emerged from research during recent years. In order to provide data comparable with those of related studies, similar procedures and techniques of linguistic analysis were used.

Based upon the assumption that writing is a special dialect different from, but rooted in, the spoken language, and recognizing the assumptions and limitations of the theoretical model of Transformational-Generative Grammar, a grammatical analysis of tenth-grade students' writing was conducted. That analysis consisted of T-Unit and clausal measures as well as the more refined measures of sentence-combining transformations which occurred within those gross units.

A film with no narration was shown to 127 tenth-grade students who were then asked to write the story of what they had seen. These narrative compositions were later analyzed in accordance with the procedures earlier described. The California Test of Mental Maturity was administered, and on the basis of their scores boys and girls were grouped according to high and low I.Q.

A two-way analysis of variance was conducted in order to determine the statistical significance of differences in means at the .05 level. That statistical analysis was performed by computer, using the Statistical Package for the Social Sciences.

The data revealed statistically significant differences at the .05 level which led to the rejection of the three null hypotheses formulated to encompass the influence of sex, I.Q., and the interaction of sex and I.Q. on syntactical ability at the tenth-grade level. In almost every major category of the analysis, girls demonstrated a syntactical superiority when compared with the boys.

On the measures of sentence-combining transformations, girls excelled. Statistically significant was the girls' use of nominals in general, in addition to non-headed nominals, and the noun + participle construction. Girls also wrote significantly more multi-base nominals which functioned as objects of prepositions, and high I.Q. girls exhibited their facility with nominal constructions used as appositives. While length of T-Unit did not prove to be statistically significant, girls tended to write longer T-Units than boys.

The total length of a student's written response did reveal statistically significant differences (at the .001 level) on the I.Q. variable. As I.Q. increased, so did the number of words written. Since this finding shows that boys and girls at comparable I.Q. levels write comparable numbers of words, it also suggests, therefore, that boys have the same opportunity to employ syntactic strategies involving sentence-combining transformations as do the girls at respective levels of I.Q. One question that is implicit in the data is why are boys so markedly inferior to the girls in their ability to manipulate syntactic structures in writing?

The interaction of sex and I.Q. shows that while low I.Q. girls are especially fond of the noun + adjective construction, low I.Q. boys hardly use it at all. On the other end of the scale, high I.Q. boys and girls use the construction, but that use is tempered by comparison with the low I.Q. girls' affinity for the device.

Comparisons of the data in this study with similar measures in other recent investigations show a gradual increase in the length of T-Units, length of clauses, and number of clauses per T-Unit at elementary and secondary school levels. These measures also reveal a sensitivity to mode of discourse, argumentative compositions--and even those of an unspecified mode--frequently achieving higher scores disproportionate to those in the narrative mode. Within narrative discourse, the comparisons show a gradual diminution of short T-Units over the grades, and an increase in the number of sentence-combining transformations occurring within longer T-Units. While adverbial constructions appear to stabilize during late elementary and early secondary school years, the use of nominals continues to increase, especially in the writing by girls, through the tenth-grade level.

Again, where data are available for sex, girls seem to enjoy an advantage over boys in their ability to use a variety of syntactical strategies in writing. Further research will, perhaps, discover those elements in the writing process, or in the educational methods for teaching writing, which are responsible for the boys' general lack of facility in this area.

THE RELATIONSHIP BETWEEN INNER-CITY FIFTH GRADERS' READING COMPREHENSION AND WRITING ACHIEVEMENT Order No. 7810792

BEBENSEE, Elisabeth Lord, Ed.D. Duke University, 1977. 165pp. Supervisor: Anne H. Adams

How well should teachers expect their students of varying levels of reading achievement to be able to write?. Is it reasonable to emphasize development of content in composition before students are able to read or to demonstrate knowledge of the rules of grammar, punctuation and capitalization? The answers to these questions provide the major implications of this study of the relationship between reading achievement and writing achievement, especially in regard to the content of writing. Along with the implications for teaching derived from this study, certain problems in any research involving assessment of writing ability are confronted, and the outcome of the confrontation will benefit future research in the area of written composition.

The purpose of the study was to determine the relationship between fifth grade inner-city students' reading comprehension achievement and their achievement in the content aspect of written composition. The procedures followed were these: a review of the literature was made to seek previous conclusions about the relationship between reading and writing and to survey reports of an instructional approach which emphasized the relationship between reading and writing in its rationale. One result of the review of the literature was the formulation of the hypothesis that differences in the purposes and procedures of various methods of measuring writing ability caused the conflicting conclusions which have been reported. Thus, the second step in this study was to examine the range of possible methods of evaluating writing in order to develop a method which was most appropriate for the purpose of this study. Data were then collected from reading comprehension scores on an achievement test and from compositions written by the subjects, 300 fifth graders from an inner-city school system. After scores were obtained from the compositions, the relationship between the subjects' writing ability and reading achievement scores was examined by means of multiple regression analysis and discriminant function analysis.

Based upon an examination of the statistical results of the study, the following conclusions were drawn: 1) reading and writing achievement are not strongly related when writing ability is measured in terms of the content of composition. 2) While the relationship between reading and writing achievement was shown to be weak among fifth grade inner-city students, certain tendencies in the writing characteristics of students of various reading achievement levels are noteworthy: the depiction of details, instead of naming of qualities or attributes, is more characteristic of better readers; and both the inclusion of more irrelevant, repetitive information, and the higher proportion of quality statements to detail statements are more characteristic of poor readers than of good readers. What these results say to the teacher of reading and writing is that he or she should not expect the content of compositions written by poor readers to be worse than the content written by good readers, even though success with the mechanics of writing might be in accordance with ordinary expectations. The results of this study also imply that to delay a students' involvement in creative writing endeavors until he or she can write grammatically correct, punctuated and capitalized sentences is to sacrifice opportunities for the student to succeed in producing interesting, organized, and coherent written compositions.

THE RELATIONSHIP OF THE QUALITY OF STUDENTS' WRITTEN LANGUAGE, PRODUCTIVITY OF WRITING, AND READING COMPREHENSION IN GRADES FOUR AND SIX

BIPPUS, Anne Clark Marshall, Ed.D.
University of Virginia, 1977

Research designed to investigate the relationship between measures of quality of written language, productivity of writing, and reading comprehension, and to determine the best indices of students' written language performance to predict reading comprehension. Subjects tested were Virginia public school students in grades four and six, and were randomly selected from among 6,728 students chosen in a stratified random sample of fifty-seven of Virginia's 140 public school systems. The measure for the quality of written language included the following dimensions: ideas, organization, wording, flavor, usage, punctuation, spelling, and handwriting. Each student composition was evaluated by two trained raters in accordance with the criteria set forth in the Educational Testing Service (ETS) Composition Scale (Paul B. Diederich, 1961). Average ratings were derived for each theme from these two ratings. Interrater reliability was comparable to the figure reported by Diederich (r=.80). Computer procedures developed at the University of Virginia were used to obtain the following productivity of writing counts for each student's composition: total words written, total sentences written, and total unique words written. Unique words were identified as being the number of different words used in the composition. The reading comprehension subtest of the SRA Achievement Test was the measure for reading comprehension. Educational aptitude was measured by the SRA Short Test of Educational Ability (STEA). To determine the relationship between the various aspects of quality of written language, productivity of writing, and reading comprehension, partial correlation coefficients were computed over all aspects, with the effect of educational aptitude statistically removed. To identify the best indices of students' quality of written language and productivity of writing to predict reading comprehension, stepwise multiple regression analysis was used, with the effect of educational aptitude statistically removed. Fisher's z_r transformation was used to determine the significance of the difference in the partial correlation coefficients between grades four and six. Significant relationships were found between certain aspects of students' quality of written language, productivity of writing, and comprehension in reading. Significant differences were found in the correlation coefficients between grades four and six. A predictor of reading comprehension was found for grade four but not for grade six at the alpha level set for this research. Order No. 77-28,639, 128 pages.

ANALYSIS OF SIX SEQUENCE SIGNALS OF ENGLISH DISCOURSE Order No. 7802890

BRINEGAR, Bonnie Carter, Ph.D. University of Southern Mississippi, 1977. 109pp.

This study is an attempt to discover a finite set of sequence signals--the non-semantic factors which identify a series of sentences as continuous discourse. In other words, the analysis is concerned with the grammar of English which extends beyond the single sentence.

The heuristic approach is rejected because it is meaning-based and relies upon a speaker's intuitive understanding of his language. Instead, the analysis is syntactic and is based upon form, structure, and pattern of occurrence. Every effort is made to avoid semantic considerations. Thus, the classes of sequence signals discussed are those required by the language of discourse; they are neither stylistic variations nor rhetorical embellishments.

Passages of expository prose are examined in order to isolate and classify those items which mark sentences as constituents in a larger construction. Discussion of the following set of sequence signals comprises the analysis: determiners, pronouns, predicate anaphora, substitutes which function as modifiers, ellipsis, and predicate introducers.

Discourse analyses are usually based upon the semantic relationships between sentences, while grammatical analyses are usually based upon the structure of isolated sentences likely to occur initially in discourse. Thus, a distorted distinction is made between the traditional areas of "grammar" and "composition." This study indicates that a more realistic approach to both areas is one which deals with the grammar of composition.

MEASUREMENT OF PSYCHOLOGICAL DIFFERENTIATION AND LINGUISTIC VARIATION: A STUDY OF THE RELATIONSHIP BETWEEN FIELD-DEPENDENCE-INDEPENDENCE, LOCUS OF CONTROL, HEMISPHERIC LOCALIZATION, AND VARIATIONS IN THE OCCURRENCE OF SYNTACTIC CLASSES IN WRITTEN LANGUAGE

Order No. 7806488

HENNING, Grant Halewood, Ph.D. University of California, Los Angeles, 1977. 152pp. Chairman: Professor Merlin C. Wittrock

Frequency of occurrence of thirty-four syntactic classes of lexical items in written language was examined for relationships with individual differences in psychological differentiation, locus of control, sex, age, handedness, conjugal lateral eye movements (CLEM), conjugal vertical eye movements (CVEM), and writing style. Fifty-nine Native English-speaking adults provided language samples ranging from 200 to 1,200 words in length, for a total of 26,800 words, on formal and informal stylistic topics.

As hypothesized, field-dependent subjects showed greater within-subject variance in frequency of occurrence of syntactic classes than field-independent subjects when language samples were taken across stylistic modes ($p < 0.05$). A discriminant analysis was used to calculate meaningful and significant ($p < 0.001$) vectors of discriminant function coefficients for the discrimination between groups on the psychological differentiation and locus of control continua on the basis of syntactic class data. Multiple correlation coefficients and prediction equations were computed for the prediction of individual differences in field-dependence-independence, locus of control, sex, age, handedness, eye movement, and writing style from syntactic class frequency data.

THE MANAGEMENT AND COMPREHENSION OF DISCOURSE CONNECTION BY PRONOUNS IN ENGLISH

Order No. 7731901

KANTOR, Robert Neal, Ph.D. The Ohio State University, 1977. 151pp. Adviser: Professor Arnold M. Zwicky

The goal of this thesis is to provide a linguistic account of why as in discourse (a):

(a) A good share of the amazing revival of commerce must be credited to the ease and security of communications within the empire. The Imperial fleet kept the Mediterranean Sea cleared of pirates. In each province the Roman emperor repaired or constructed a number of skillfully designed roads. They were built originally for the army but served the merchant class as well.

a pronoun like They in the final sentence is unambiguous in reference, and yet is not immediately comprehended by a reader.

A discourse like (a) is well-formed, grammatical, and admits of a non-anomalous interpretation. The writer of (a) has not, however, taken into account the processing capabilities of the reader, and has produced what can be called an inconsiderate discourse. Inconsiderate discourses are opposed to anomalous discourses, as in (b):

(b) Mary never did buy a watch. It had a gold watchband.

These discourses do not communicate a semantically, syntactically, and/or pragmatically well-formed message.

The knowledge a speaker or writer has about the comprehension abilities of his addressee is said to constitute his secondary linguistic competence. In order to discover what this secondary competence must account for, a series of contexts are investigated to determine what discourse factors cause pronouns to be more or less comprehensible. Pronoun comprehension is found to be dependent on the degree to which the reader or hearer is thinking about the referent of the pronoun, the degree of activatedness of the referent.

This degree of activatedness is dependent on certain linguistic constructs: topic, discourse function of a sentence, and the communicative value of the syntactic position of the referent of the pronoun. A linguistic model for the speaker's or writer's secondary competence is presented. This model proposes that the speaker knows the linguistic constructs that affect the activatedness of linguistic elements. It is claimed that the speaker acquires a set of rules and conditions based on these constructs and the concept of activatedness. By this knowledge that the speaker has acquired, he is able to communicate his message taking into account the processing capabilities of his addressee.

Throughout the thesis it is noted that speakers or writers differ among each other in their rules of secondary competence. For writing particularly, the secondary competence is often not learned, or is learned, but in a manner such that a writer may not always take into account the abilities of his reader. He may, for example, use a pronoun in discourse (a) above, truly believing that his message will be comprehensible. It is suggested that we should study raw data from unskilled writers in order to get an idea about what rules and conditions of secondary competence they might or might not be using. By studying such data, we might be able to develop better materials and methods for teaching writing. We can also benefit by studying reading comprehension, for from this kind of study, we may find out more about what the processing capabilities of the reader are, and so find out what the writer must do to take these capabilities into account.

AN ANALYTICAL STUDY OF ESSAYS WRITTEN BY NOMINEES IN THE COMMUNICATIVE ARTS FOR THE GOVERNOR'S HONORS PROGRAM IN GEORGIA

Order No. 7806017

MARTIN, Elizabeth Mosheim, Ed.D. University of Georgia, 1977. 220pp. Major Professor: L. Ramon Veal

In order to provide insight into several phases of the writing of superior high school students, fifty essays written by nominees for the Georgia Governor's Honors Program (GHP) in 1977 were analyzed and the results compared with those of several other studies--National Assessment of Educational Progress (NAEP), 1974; Kellogg W. Hunt's Grammatical Structures Written at Three Grade Levels, 1965; and Walter Loban's Language Development: Kindergarten through Grade Twelve, 1976. In addition, two holistic ratings were done by separate groups of raters: (1) six high school English teachers and (2) three graduate students in English Education; the three graduate students also rated the essays with regard to coherence and identified all paragraphs as coherent or non-coherent.

Conditions of writing were similar to those of NAEP; students were given written instructions, a topic, and a stated thirty minutes to write.

Counts were made of the following errors: (1) misspellings; (2) terminal punctuation errors; (3) comma errors, series; (4) comma errors, non-restrictive elements; (5) run-on sentences; (6) sentence fragments; (7) dangling elements; (8) subject-verb agreement errors; (9) pronoun-antecedent agreement errors; (10) capitalization errors; (11) awkward or ambiguous sentences; and (12) wrong word choices. The results of these error counts showed the GHP students to make relatively few mistakes. The areas of most difficulty related to pronouns and antecedents. In some cases, antecedents of pronouns were either missing or unclear.

Comparisons between GHP 1977 and NAEP 1974 (average and "good" essays) were made of the following: (1) number of words, (2) mean word length, (3) number of sentences, (4) number and percentage of run-on sentences, (5) number and percentage of sentences with phrases, (6) number and percentage of complex sentences with phrases, (7) number of paragraphs, and (8) number and percentage of coherent paragraphs. The results showed an advantage for the GHP essays in every area except percentage of coherent paragraphs. Notable differences were found with relation to the following: (1) words per essay, (2) mean word length, (3) sentences per essay, (4) run-on sentences per essay, (5) number and percentage of sentences with phrases, (6) number and percentage of coherent paragraphs, and (7) number of paragraphs.

GHP 1977 essays and the Hunt 1965 study were compared (Hunt, Grade 12) concerning the following: (1) T-unit length; (2) clauses per T-unit; (3) mean clause length, (4) noun, adjective, and adverb clauses per T-unit; (5) appositives, gerunds, and infinitives per T-unit. The GHP students wrote significantly longer T-units than did the Hunt students; clauses per T-unit and mean clause length were greater in the GHP essays, but not significantly so. GHP students wrote more noun, adjective, and adverb clauses per T-unit than did Hunt's students, as well as more gerund and infinitive phrases; Hunt's students wrote more appositives per T-unit.

GHP 1977 essays and the Loban 1976 study (High group, Grades 11 and 12) were compared on the following: (1) T-unit (communication unit) length; (2) clauses per T-unit; (3) per cent of subordinate clauses as (a) noun clauses, (b) adjective clauses, and (c) adverb clauses. T-unit length, clauses per T-unit, and adverb clauses as per cent of subordinate clauses were greater in the GHP essays than in Loban, Grade 12; adjective clauses as per cent of subordinate clauses were greater for Loban, Grade 12.

Position of free modifiers was also noted and some demographic data included. The relationships of the various counts to the holistic ratings were noted.

THE RELATIONSHIP BETWEEN COGNITIVE STYLE AND CREATIVE WRITING IN CHILDREN Order No. 7810494

PFEIFFER, Steven Ira, Ph.D. The University of North Carolina at Chapel Hill, 1977. 161pp. Supervisor: John C. Brantley

This study tested the theory that the cognitive style dimensions of categorization, conceptual style and preference for imbalanced cognitive associations relate to creative writing ability.

A Creative Writing Rating Scale devised specifically for this study was used to rate three sets of compositions from a sample of 144 sixth graders. The 10% highest scoring boys and girls on the creative writing index were invited to participate in the second phase of the investigation.

The four experimental groups were administered a battery of cognitive style measures: a band-width task, grouping task, and preference for imbalanced cognitive associations (PICA) instrument.

Results supported the hypothesized relationship between categorization and creative writing ability. The high-creative children were more willing to entertain the possibility that deviant instances deserve category membership. This particular cognitive style is seen as facilitating the grouping of seemingly unrelated and discrepant ideas in novel and unique ways--a precursor of creative performance.

Sex differences were obtained in both the grouping and the conceptual style tasks. The high-creative males produced fewer groups during an object-sorting task than the high-creative females, indicative of the males' willingness to risk the inclusion error. With regard to the reasons for grouping, only the high-creative females employed a balanced usage of both thematic and analytic conceptual styles. The high-creative males, on the other hand, exhibited almost a total preference for the analytic mode.

The Make-A-Story instrument developed for this study to measure PICA generated an inconsistent approach to responding by the children. Whereas some items produced unique responses, other items elicited mundane, stereotypic responses. The resultant large within groups variability prohibited a clear testing of the hypothesized relationship between this particular cognitive style dimension and creative writing ability.

THE COMPOSING ACTS OF COLLEGE FRESHMAN WRITERS: A DESCRIPTION

PIANKO, Sharon Helene, Ed.D.
Rutgers University The State University of New Jersey (New Brunswick), 1977

Chairperson: Robert Parker, Jr.

The purpose of this study was to describe the composing acts of college freshman writers in general and of certain types of college freshman writers--remedial and traditional (school class status), traditional college entrance age and adult (age), and males and females (sex). The composing act was divided into three components--psychological constructs pertaining to writing, processes, and products.

Seventeen subjects were involved in the research. Each student completed five writing episodes. Each student was observed and video-taped during one of these episodes after which he was interviewed concerning behaviors exhibited. The subjects also completed a form developed from Kelly's personal construct psychology which was designed to elicit students' constructs pertaining to writing--actual attitudes and feelings about writing. Each student's five scripts were analyzed for five factors--over-all quality, syntactic fluency, mode (function) of discourse, mode of student writing, and choice of topic. Each subject was also interviewed concerning past and present experiences with writing both in and out of school.

The analysis of the observations, interviews, attitude form, and scripts provided quantitative and qualitative data. Based on these data, the constructs pertaining to writing, writing processes, and written products of these college freshman writers were described. Additionally, the data were analyzed for differences between remedial and traditional students, traditional age and adult students, and male and female students. The data were also examined for relationships among the components of the composing act.

The analysis of the subjects' constructs indicated that students consistently chose the poles of the constructs which indicated their preferences for writing experiences evolving from a personal choice of topics, not provided ones; carried out for the self, not for the teacher, providing feedback and interaction, not official evaluation; encouraging freer, generative writing, not structured, academic writing. School class status, age, and sex had no effect on these findings.

The findings on the composing process point to the inhibiting of the composing process for school sponsored writing: little time is spent on prewriting activities, planning (which occurred mostly during the course of composing), actual writing, and rereading. No major revisions or reformulations are made. Writing is something to be carried out as quickly and as superficially as possible, with little gain except meeting a school requirement.

When the composing processes of traditional and remedial, and male and female students were compared, both significant differences and noticeable trends emerged. Traditional writers and female writers appear to have a more fully developed writing process. A number of factors apparently affect the development of the composing process: the amount of writing done in school and by family and peers, and the amount of self-initiated writing; prewriting activities, pausing, and rescanning have developmental roots.

The analysis of the data on products revealed a number of significant findings: students most often do transactional writing, usually reporting; most products are in the extensive mode; syntactic fluency and function of discourse have developmental roots; sex and school class status appear to be as significant criteria as age when considering developmental patterns. There were a number of significant differences as well as noticeable trends between the products of remedial and traditional students, traditional age and adult students, and male and female students.

The relationship among students' constructs pertaining to writing, their processes, and their products are organically and holistically related. Each one affects the outcome of the other: where a student places the writing activity within his construction system determines the breadth and depth of his composing processes which in turn determines the kind of writing produced. Order No. 77-27,956, 464 pages.

THE COMPOSING ACTS OF COLLEGE FRESHMAN WRITERS: A DESCRIPTION WITH TWO CASE STUDIES
Order No. 7810235

ROGERS, Louisa, Ed.D. Rutgers University The State University of New Jersey (New Brunswick), 1978. 423pp. Chairperson: Janet Emig

The purpose of this study was to describe the composing acts of different types of college freshman writers. The variables of sex (male/female), age (traditional college entrance age/adult), and school-class status (remedial/traditional) were studied. In addition, two case studies were conducted--one traditional freshman writer and one remedial freshman writer. The composing act was divided into three components--attitudes, constructs, pertaining to writing, processes, and products.

This study was designed to provide large group data on attitudes and products and case study data on the relationship among attitudes, processes, and products. Seventeen subjects participated in this research and the two case studies were randomly selected from the seventeen subjects.

Each student completed five writing episodes. All of the composing episodes were video-taped and each student was observed while composing. Each student was interviewed once after completing a writing episode concerning behaviors exhibited. During the third and fifth weeks each subject completed a form developed from Kelly's personal construct theory designed to elicit his attitudes, constructs, pertaining to writing. Each script was analyzed for five factors--over-all quality, syntactic fluency, mode (function) of discourse, mode of student writing, and choice of topic. In addition, each subject was given an in-depth interview concerning past and present experiences with writing both in, as well as, out of school.

The analysis of the subjects' constructs indicated that students regardless of school-class status, age, or sex consistently preferred writing about personal topics, not provided ones; writing that was for the self, not for the teacher; writing for feedback and interaction; not for official evaluation; writing that was freer, more generative, not structured, academic writing.

The analysis of the data on products indicated that students most often did transactional writing, usually reporting, and most products were in the extensive mode. Syntactic fluency and function of discourse have developmental origins; in addition, sex and school-class status appear to be as significant as age when considering developmental patterns. A number of significant differences appeared between the products of remedial and traditional students, traditional age and adult students, and male and female students.

The case study data indicated that for the traditional freshman writer there is a relationship between attitudes and process, but no relationship between attitudes and school-sponsored products. On the other hand, there seemed to be little relationship between attitudes and process for the remedial student. The data on the relationship of these components to products was inconclusive.

AN ANALYTICAL STUDY OF THE RELATIONSHIP OF READING ABILITIES AND WRITING ABILITIES OF TENTH GRADE STUDENTS Order No. 7808715

SIMMONS, Robert J., Ed.D. West Virginia University, 1977. 164pp.

The primary purpose of this study was to discover if significant differences exist in the writing abilities among students who are high, medium, and low in total reading achievement.

In order to accomplish the basic purpose of the study, it was necessary to complete the following procedural steps: (1) review the available literature relative to the teaching of reading and the teaching of writing in senior high school; (2) identify specific writing skills generally used as criteria for evaluation of student compositions; (3) select two other teachers of English to assist the writer in the evaluation of the students' writings; (4) select one hundred students according to their reading scores from the Iowa Silent Reading Test from the following three levels: high achievers (17 students), medium achievers (66 students), and low achievers (17 students); (5) elicit writing samples from these students to be evaluated by three experienced teachers of composition; (6) analyze the data relative to reading and writing abilities; (7) report the results and the conclusions.

After the evaluation of the one hundred compositions was completed, appropriate statistical procedures were utilized to test the differences in writing abilities among the three reading groups. First, the Analysis of Variance was employed to test the differences in the writing performances among the high, medium, and low reading achievers. Second, the Duncan Multiple Range Test was used to determine if those differences in the writing performances were statistically significant. Third, Correlation Coefficient Tests were used to test the correlations between reading abilities and writing abilities.

Fifteen separate criteria were used for the evaluation of the compositions. Ten of these fifteen criteria were categorized as mechanical considerations under the classification Objectivity Level One. Five of the fifteen criteria were categorized as rhetorical considerations under the classification Objectivity Level Two. Regarding objectivity level one writing scores, significant differences were found between the low reading achievement group and the high reading achievement group,

and between the medium reading achievement group and the high reading achievement group. No significant differences were found between the low reading achievement group and the medium reading achievement group relative to objectivity level one writing scores. Within each of the ten (10) criteria of objectivity level one, the analysis of the data revealed the following: Significant differences were obtained for each of the five variables of spelling, punctuation, sentence fragments, sentence run-ons, and verb usage. No significant differences were obtained for each of the five variables of subject-verb agreement, adjective-adverb usage, pronoun usage, parallelism, and dangling modifiers.

Regarding objectivity level two writing scores, significant differences were found between the low reading achievement group and the medium reading achievement group, between the medium reading achievement group and the high reading achievement group, and between the low reading achievement group and the high reading achievement group. Within each of the five (5) criteria of objectivity level two, the analysis of the data revealed the following: Significant differences were obtained for all five variables of topic sentences, supporting details, paragraph unity, paragraph logic, and sentence variety.

The analysis of the total writing scores data, which included combined scores from objectivity level one and objectivity level two, revealed the following: Significant differences were found between the low reading achievement group and the medium reading achievement group, between the medium reading achievement and the high reading achievement group, and between the low reading achievement group and the high reading achievement group.

Correlations of .61 were obtained between objectivity level one writing scores and total reading scores of the one hundred students. Correlations of .85 were obtained between objectivity level two writing scores and total reading scores of the one hundred students.

THE DEEP STRUCTURE OF THE PARAGRAPH AND THE DISCOURSE Order No. 7811875

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The purpose of this study is to show that paragraphs have a deep and a surface structure and that the amount of the deep structure of the paragraph that is mapped onto the surface is directly related to the mode of discourse. A paragraph has a surface structure that can be regarded as a base, and that base generates an abstract deep structure. This deep structure with its assumptions is a part of the semantic interpretation of the paragraph and is mapped onto the surface structure through the processes of ellipsis, subordination, and embedding.

An effective analysis of discourse involves both a plane of content and a plane of expression. The associational references to ideas and images is designated here as deep structure. The subject matter organized into personal handwriting is equivalent to the surface structure.

Each chapter analyzes the deep structure of paragraphs from one of James L. Kinneavy's classifications of discourse in A Theory of Discourse. The study is limited to reference discourse, with special sections for scientific, exploratory, and informative; expressive discourse; and persuasive discourse. Paragraphs were chosen at random, and they averaged about one hundred and fifty words. Tree diagrams were used to illustrate graphically the deep structure.

Investigations of referential discourse paragraphs revealed that the deep structure of scientific paragraphs is relatively uncomplicated with few assumptions and little elliptical information. The audience is more of a concern in the informative paragraph than in the scientific paragraph, although the emphasis is still away from personal identification of the author and toward anonymity. Sometimes the deep structure of exploratory discourse is complex, sometimes quite simple. The writer makes certain assumptions in the course of the exploration that are based on his own previous understandings and depending upon the writer's conception of his audience, these assumptions will or will not be supported or mapped onto the surface. The deep structure of persuasive paragraphs is unusually complex, made up of both elliptical assumptions and information.

The theory of deep structure of the paragraph has multiple uses in the composition class. Analyses of deep structure could be used to illustrate the following: 1. The necessity in persuasion of mapping a sufficient portion of the deep structure onto the surface structure to enhance the understanding of the reader. 2. An illustration of a particular writer's style. 3. An illustration of the economy of words which many writers use to suggest a broad world of invention. 4. An effective demonstration of the amount of information mapped onto the surface in the various types of referential discourse. Analyses of the deep structure of students' own paragraphs can also help them to hold onto their thoughts while developing and expanding an idea.

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